

**University of Regina: Child Welfare Systems and Immigrant Families  
SW 480 AP**

**University of Calgary: SOWK 557.24 S02 Immigration and Social Work**

**University of Manitoba: SWRK 4070 G76**

**Spring 2020**

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COURSE DURATION:	May 4 – June 17, 2020
DELIVERY:	Online Course Link:

**1. Course Description**

The course will explore the various forms of social work knowledge, theories, values and skills when working with newcomer/immigrant and refugee families. The course will apply a historical analysis to examine child welfare and immigration policies that are relevant to the newcomer/immigrant and refugee families. The course emphasis will be to explore ways to support immigrant and refugee families, using both micro and macro approaches.

**2. Course Objectives**

By the end of this course, the student should be able to:

- a. Demonstrate familiarity with child protection systems in Canada.
- b. Demonstrate the awareness of the issues and struggles for immigrant and refugee families (for example, family roles, child care, generational tensions);
- c. Understand the process of migration and the impact on the family unit (for example, guilt, grief, trauma, detachment, changing power dynamics, loss and gain);
- d. Articulate an understanding of the evolving Canadian immigration laws and policies, as well as other relevant legislations including the multicultural policy;
- e. Demonstrate an understanding of the key aspects of child welfare legislations and policies;
- f. Integrate the knowledge and theoretical perspectives into practices to advocate for immigrant families receiving child welfare services.

### 3. Summary of Course Assessments

- Forum Discussions – 30%
- Quizzes – 40%
- Group Presentation – 20%
- Individual Learning Reflection – 10%

Please, see details for these assessments below.

### 4. Forum Postings (30% of the final grade)

In social work, we believe strongly in knowledge that is constructed by sharing and discussing information from various perspectives. Since we do not have the opportunity to gather as a class and discuss the issues presented in this course, we are giving **very strong emphasis to Online Discussion Forums**. You will notice that each Unit consists of several mini-lectures (about 7 minutes long). For each and every one of these mini-lectures, I pose a Forum Discussion Question, meaning there are 30 Discussion Forums in total. **Therefore, you are expected to devote about 90 minutes per week to working on your initial postings to these questions and on your replies to your classmates.**

The postings are structured to engage you with the weekly readings and mini-lectures and to stimulate class discussions of the course material. Postings will be evaluated on a weekly basis. The following will be considered when reviewing the postings:

#### **Self-assessment criteria for a post:**

- Did you post before the deadlines, and were your posts of a suitable length (150-200 words)?
- Were your postings thoughtful and original?
- Did you relate the material in the current unit to previous unit lectures, discussions, and literature?
- Did you connect the discussion to academic references, personal experiences and applications in the field of social work? Or did you merely state unsubstantiated personal opinions?
- Was your written expression up to university standards?
- How was your netiquette?

You are expected to make your initial post **by Sunday of a given week by 11:55 pm**. This will give your classmates a chance to read your postings and reply to them before the forum closes on **Wednesdays at 11:55 pm**. This is very important, as the exchange of ideas is of fundamental importance in academia in general and in social work especially.

You are expected to at least post **one** response in reply to your classmates' initial postings. Since there are six course units, you are expected to have a minimum of six replies for the course. Your replies should be respectful, insightful, adding clarity, expansion, and better understanding of the discussion topic. You **will not be able** to go back and post your answers and/or responses to your classmates' comments once the weekly unit is completed on **Wednesday at 11:55 pm**.

**NOTE:** The forum has been set up as a Q&A Forum, which means that you will not be able to see anyone else's postings until you yourself have posted. This is to ensure the originality of everyone's initial postings.

## **5. Online Quizzes (40% of the final grade)**

There will be four online quizzes each worth 10% of the final grade. The quizzes are to assess your comprehension of the assigned course readings. The online course quizzes will consist of two parts:

- The first section of the quiz will be 10 multiple choice, questions, each worth 0.5 marks. You will only have 5 minutes to complete this section of the quiz, once you start it.
- The second section of the quiz will provide you with an opportunity to reflect on the lecture and material for each course unit to answer two short questions on practical and theoretical implications of the readings; each question will be worth 2.5% of the final course grade. You will have 15 minutes to complete this section of the quiz once you start it.
- You will have one chance at each quiz. Before attempting any quiz, complete the practice quiz posted on the course homepage. Each quiz is due on **the respective Sunday by 11:55 pm.**

Quizzes will cover readings assigned for the corresponding course units. Quizzes will begin the second week. Since quizzes begin in **Week Two**, Quiz one will also cover material from Week1.

## **6. Group Presentation (20% of the final grade)**

You will be assigned to small work groups of five-seven students. You will work collaboratively to assess the issues and concerns that are faced by families/children in the videos listed below. There are five videos to be assessed for this course. Groups will be assigned one of the videos to base their presentation upon, but there will be an opportunity to express your preference for one of the following videos.

- Canadian newcomers see children take on a big family role.\_  
<http://www.cbc.ca/news/canada/saskatchewan/canadian-newcomers-see-children-take-on-a-big-family-role-1.2950922>
- Children of immigrants caught between 2 cultures: Second-generation Canadians open up about bullying at school, cultural conflict at home.\_  
<http://www.cbc.ca/news/canada/children-of-immigrants-caught-between-2-cultures-1.1225779>

- Experiences of Refugee Youth.  
<https://www.youtube.com/watch?v=3YDn7XcLdTQ&feature=youtu.be>
- 18 and Out: Foster Youth  
[https://www.youtube.com/watch?v=fD\\_jS\\_42yWw](https://www.youtube.com/watch?v=fD_jS_42yWw)
- Voice of Youth: Supporting Adolescents in Foster Care (1 of 8)  
[https://www.youtube.com/watch?v=vu\\_BAayToJA](https://www.youtube.com/watch?v=vu_BAayToJA)

Your group will submit an online presentation in Week Six of the course. Your group presentation will require you to imagine yourselves as child protection workers with responsibilities of assessing and intervening with the families and children featured in the above videos. The purpose of this assignment is for you to further develop the knowledge and collaborative skills that are required in child protection work. (See details below.)

### **Group Presentation Submission Processes:**

- Each group will complete a 15 minute online presentation, which should include visual images at minimum and audio elements. Using the UR course website, one group member is to post the presentation file to the **Group Project Submission Forum**, where all class members can view the presentation.
- Also, one member on behalf of the group must submit a group presentation summary to the Group Presentation Summary Assignment. This summary should be no more than **two pages** in length (excluding the reference list in page count and be double-spaced, following APA format guidelines. **All group members must sign off on this assignment by clicking the Submit button.**

Each of the group members will receive the same final grade for this assignment. A differential grade will be assigned to a group member(s) who minimally participate in the preparation of this assignment; my discretion will be final in such cases.

**Both the Group Presentation and the Presentation Summary are due on the last day of the course, Wednesday, June 17, at 11:55 pm.**

The group presentation will incorporate but not be limited to the following areas:

- Discuss your formulation/ initial impressions/biases or ways of thinking about the Family/children and the presenting problems, as well as a brief self-reflection;
- Discuss the child protection issues if any;
- Discussion of the missing information that may help in the intervention with families and children;

- Discussion of ways to engage the family/children in addressing presenting issues;
- Discussion of how cultural awareness and sensitivity might help the group to address the presenting families concerns and issues;
- Discussion of how the group would prioritize the immigrant families/children needs;
- Discussion of the family/children strengths and limitations;
- Discussion of the theoretical models that you wish to incorporate when working with the families/children;
- Discussion of the available services to address the presenting family/children needs.
- Discussion of what your intervention is meant to achieve?

## 7. **Individual Reflection** (10% of the final grade)

A journal will be kept throughout the online course work. The focus of the journal is two-fold:

- first, the journal will include a **two-page double spaced** written summary of your reflections on the course materials, group discussions, class lectures and individual weekly postings. The journal may include what you learned about yourself (experiences, feelings, thoughts and attitudes) in the context of practicing with immigrant families and children who are involved in child welfare services; what are you taking away from the course to integrate into your social work practice; a review of your practice with immigrant and refugee families and children; a critical reflection on the social work theories; what are your strengths and areas for continued growth and development?
- second, the journal will consist of a **one-page double-spaced** feedback and commentary on any of the two group presentations of your choice, which will be posted in week six. The one-page feedback cannot be on your own group presentation. Using the UR course website, students will upload and submit a maximum of a **three-page** written summary of their reflection paper, which will be due on **Wednesday, June 24, at 11:55 pm**, one week following the end of the course.

## 8. Summary of Course Schedule

The first three days of the course will be devoted to Getting Started activities and settling logistical matters. After that, the course will follow a Thursday to Wednesday weekly schedule, as follows.

Unit/Dates	Topics	Forums	Assignments/Quizzes
<b>Start Here:</b> <b>May 4 - 6</b>	<ul style="list-style-type: none"><li>- Course Orientation Activities</li><li>- Syllabus</li><li>- Introductions</li><li>- Logistics</li><li>- <b>Assigned Readings can be found in the Lecture Books.</b></li></ul>	<b>Introductory Forum</b> All initial and reply posts by Wednesday, May 6, at 11:55 pm.	
<b>Unit 1:</b> <b>May 7 - 13</b>	<ul style="list-style-type: none"><li>- Canadian immigration history</li><li>- Categories of immigrants</li><li>- Multicultural policy of 1971</li><li>- Human rights</li><li>- <b>Assigned Readings can be found in the Lecture Books</b></li></ul>	<b>Unit 1 Forum Questions</b> All initial posts by Sunday – May 10 at 11:55 pm. All reply postings by the Wednesday at 11:55 pm.	
<b>Unit 2:</b> <b>May 14 - 20</b>	<ul style="list-style-type: none"><li>- Patterns of immigration in Saskatchewan, Manitoba and Alberta</li><li>- Overall organization of child protection services in Canada</li><li>- <b>Assigned Readings can be found in the Lecture Books.</b></li></ul>	<b>Unit 2 Forum Questions</b> All initial posts by Sunday – May 17 at 11:55 pm. All reply postings by the Wednesday at 11:55 pm.	<b>Quiz 1A and 1B</b> Complete both parts by Sunday – May 17 at 11:55 pm
<b>Unit 3:</b> <b>May 21 - 27</b>	<ul style="list-style-type: none"><li>- Theoretical perspectives.</li><li>- Feminism</li><li>- Cultural competence</li><li>- Anti-oppressive practice</li><li>- <b>Assigned Readings can be found in the Lecture Books.</b></li></ul>	<b>Unit 3 Forum Questions</b> All initial posts by Sunday – May 24 at 11:55 pm. All reply postings by the Wednesday at 11:55 pm.	<b>Quiz 2A and 2B</b> Complete both parts by Sunday – May 24 at 11:55 pm
<b>Unit 4:</b> <b>May 28 - June 3</b>	<ul style="list-style-type: none"><li>- Micro and macro experiences of immigrant/refugee children.</li><li>- Impacts of racial cultural and ethnic factors</li><li>- <b>Assigned Readings can be found in the Lecture Books.</b></li></ul>	<b>Unit 4 Forum Questions</b> All initial posts by Sunday – May 31 at 11:55 pm. All reply postings by the Wednesday at 11:55 pm.	<b>Quiz 3A and 3B</b> Complete both parts by Sunday – May 31 at 11:55pm

<b>Unit 5:</b> <b>June 4 - 10</b>	<ul style="list-style-type: none"> <li>- Micro and macro experiences of immigrant/refugee families.</li> <li>- Expectations of immigrant parents/communities receiving child welfare services</li> <li>- <b>Assigned Readings can be found in the Lecture Books.</b></li> </ul>	<b>Unit 5 Forum Questions</b> All initial posts by Sunday – June 7 at 11:55 pm. All reply postings by the Wednesday at 11:55 pm.	<b>Quiz 4A and 4B</b> Complete both parts by Sunday – June 7 at 11:55pm
<b>Unit 6:</b> <b>June 11 – 17</b>	<ul style="list-style-type: none"> <li>- Responses by child welfare agencies to immigrant families</li> <li>- Determining “good parenting”</li> <li>- <b>Assigned Readings can be found in the Lecture Books.</b></li> </ul>	<b>Unit 6 Forum Questions</b> All initial posts by Sunday – June 14 at 11:55 pm. All reply postings by the Wednesday at 11:55 pm.	<b>Group Presentation</b> Post group presentation and summary by Wednesday, June 17 at 11:55pm.  <b>Individual Reflection</b> Submit by Wednesday, June 24, at 11:55 pm

## 9. **Required Course Readings**

- Bengtson, V., Acock, A., Allen, K., Dilworth-Anderson, P., & Klein, D. (2005). Theory and theorizing in family research: Puzzle building and puzzle solving. In V. Bengtson, A. Acock, K. Allen, P. Dilworth-Anderson, & D. Klein (Eds.). *Sourcebook of family theory and research* (pp.3-22). Thousand Oaks, California: Sage Publications Inc.
- Brown, J., St. Arnault, D., George, N., & Sintzel, J. (2009). Challenges of transcultural placements: Foster parent perspectives. *Child Welfare*, 88(3), 103-126.
- Bryan, C., & Denov, M. (2011). Separated refugee children in Canada: The construction of risk identity. *Journal of Immigrant & Refugee Studies*, 9(3), 242-266
- Callahan, M. (2016). Chalk and cheese: Feminist thinking and policy making. In B. McKenzie & B. Wharf, *Connecting Policy to Practice in the Human Services* (pp. 198-213). Don Mills, Ont.: Oxford University Press.
- Clarke, J. (2011). The challenges of child welfare involvement for Afro-Caribbean families in Toronto. *Children and Youth Services Review*, 33, 274–283.
- Chase, F. (2009). Child Welfare Intervention in visible minority immigrant families: The role of poverty and the mothering discourse. *Journal of the Association for Research on Mothering*, 11(2), 56 – 65.
- Christensen, C.P. (1999). Immigrant minorities in Canada. In J.C. Turner & F.J. Turner (Eds.), *Canadian social welfare* (pp. 179-212). Scarborough, ON: Allyn and Bacon.
- Choate, P. W., & Engstrom, S. (2014). The “good enough” parent: Implications for child protection. *Child Care in Practice*, 20(4), 368-382.
- Contenta, S., Monsebraaten, L. & Rankin, J. (2014, December 11). Why are so many black children in foster care and group homes. *The Toronto Star*. Retrieved from [http://www.thestar.com/news/canada/2014/12/11/why\\_are\\_so\\_many\\_black\\_children\\_in\\_foster\\_and\\_group\\_homes.html](http://www.thestar.com/news/canada/2014/12/11/why_are_so_many_black_children_in_foster_and_group_homes.html)
- de Finney, S., Dean, M., Loiselle, E., & Saraceno, J. (2011). All children are equal, but some are more equal than others: Minoritization, structural inequities, and social justice praxis in residential care. *International Journal of Child, Youth and Family Studies*, 3 & 4, 361-384.
- Dumbrill, G. C. (2011). Doing anti-oppressive child protection casework. In D. Baines, *Doing anti-oppressive practice: Building transformation politicized social work* (pp. 51-63). Halifax, NS: Fernwood Publishing.
- Dumbrill, G. C. (2008). Your policies our children: Messages from refugee parents to child welfare workers and policy makers. *Child Welfare*, 88(3), 145 – 168.



- Gagnon, E. (n.d.) *Settling the West: Immigration to the Prairies from 1867 to 1914*. Canadian Museum of Immigration at Pier 21. Retrieved from <http://www.pier21.ca/research/immigration-history/settling-the-west-immigration-to-the-prairies-from-1867-to-1914>
- George, U. (2012). Immigration and refugee policy in Canada: Past, present and future. In A. Westhues, & B. Wharf, (Eds.). *Canadian social policy: Issues and perspectives* (pp. 333-354) (5th ed.). Waterloo, ON: Wilfrid Laurier University Press.
- Gough, P., Schlonsky, A., & Dudding, P. (2009). An overview of the child welfare systems in Canada. *International Journal of Child Health and Human Development* 2(3), 357-372.
- Jeffery, D. (2009). Meeting here and now: Reflection on racial and cultural difference in social work encounters. In S. Strega & J. Carriere (Eds.), *Walking this path together: Anti-racism and anti-oppressive practice* (pp. 62-75). Halifax, NS: Fernwood Publishing.
- Lavergne, C., Dufour, S., Trocmé, N., & Larrivée, M. (2008). Visible minority, Aboriginal and Caucasian children investigated by Canadian protective services. *Child Welfare*, 87(2), 59-76.
- Maiter, S. & Leslie B. (2015). Child welfare systems and immigrant families. In M. Skineves, R. Barn, K. Križ & T. Pösö (eds.), *Child welfare systems and migrant children. Child Welfare Systems and Migrant Children: A cross country study of policies and practice* (pp. 179-198). New York: Oxford University Press.
- Maiter, S., Stalker, C., Alaggia, R. (2009). The experiences of minority immigrant families receiving child welfare services: Seeking to understand how to reduce risk and increase protective factors. *Families in Society: The Journal of Contemporary Social Services*, 90(1), 28-36
- Munro, E. (1996) Avoidable and unavoidable mistakes in child protection work. *British Journal of Social Work*, 26(6), 793-808.
- Swift, K. (2011). Canadian child welfare: Child protection and the status quo. In N. Gilbert, N. Parton, & M. Skivenes (Eds.), *Child protection systems: International trends and orientations* (pp. 36-59). New York, NY: Oxford University Press.

## 10. Additional readings

- Banks, J. (2005). *The implementation of community-based child protection services in Calgary*. (Unpublished master's thesis). University of Calgary, Calgary, AB.
- Bernhard, J. K., Goldring, L., Young, J., Berinstein, C., and Wilson, B. (2007). Living with precarious legal status in Canada: Implications for the well-being of children and families. *Refuge: Canada's Journal on Refugees*, 24(2).
- Cameron, G., Freymond, N., Cornfield, D., & Palmer, S. (2001). *Positive possibilities for child and family welfare: Options for expanding the Anglo-American child protection paradigm*. Retrieved from <http://www.wlu.ca/pcfproject/>
- Chagnon, J. (2013). *Migration: International, 2010 and 2011*. Component of Statistics Canada Catalogue no. 91-209-X, Report on the Demographic Situation in Canada. Ottawa, ON: Statistics Canada.
- Daro, D., & Dodge, K. A. (2009). Creating community responsibility for child protection: Possibilities and challenges. *The Future of Children/Center for the Future of Children, The David and Lucile Packard Foundation*, 19(2), 67.
- Detlaff, A. & Earner, I. (2012). Children of immigrants in the child welfare system: Characteristics, risk, and maltreatment. *Families in Society: The Journal of Contemporary Social Services*, 93(4), 295- 303
- Dutta, D. & Klein, R. (2016). Adaptation and acculturation among new Canadians: Implications for intergenerational relations and social work practice. In A., Al-Krenawi, J. Graham & N. Habibov. *Diversity and social work in Canada* (pp. 191-219). Don Mills, Ontario: Oxford University Press.
- Fung, K., & Wong, Y. L. R. (2007). Factors influencing attitudes towards seeking professional help among East and Southeast Asian immigrant and refugee women. *International Journal of Social Psychiatry*, 53(3), 216-231.
- Greenbaum, B. (2014, December 11). When CAS comes knocking. *The Toronto Star*. Retrieved from [http://www.thestar.com/opinion/commentary/2014/12/11/child\\_welfare\\_system\\_rigged\\_against\\_black\\_families.html](http://www.thestar.com/opinion/commentary/2014/12/11/child_welfare_system_rigged_against_black_families.html).
- Government of Alberta (2011). *Alberta Immigration Progress Report 2011*.
- Government of Manitoba (2012). *Immigration Facts: 2012 Statistical Report*.
- Hughes, T. (2006). The Neglect of Children and Culture: Responding to Child Maltreatment with Cultural Competence and a Review of Child Abuse and Culture: Working with Diverse Families. *Family Court Review*, 44(3), 501–510

- Saskatchewan Ministry of Advanced Education, Employment and Immigration, Immigration Services Division (2009). *Saskatchewan Statistical Immigration Report 2009 to 2011*. Government of Saskatchewan. Retrieved from <http://publications.gov.sk.ca/documents/310/85260-sk-immigration-statistical-report-2011.pdf>.
- Johnson, Y. M., & Munch, S. (2009). Fundamental contradictions in cultural competence. *Social Work, 54*(3), 220–231.
- Kozlowski, A., Sinha, V., Hartsook, G., Thomas, S. & Montgomery, M. (2011). *First Nations Child Welfare in Saskatchewan*. Montreal, QC: Centre for Research on Children and Families. Retrieved from: <http://cwrp.ca/infosheets/first-nations-child-welfaresaskatchewan>.
- Križ, K. & Skivenes, M. (2015). Challenges for marginalized minority parents in different welfare systems: Child welfare workers' perspectives. *International Social Work, 58*(1), 75-87.
- Maiter, S., Alaggia, A., & Trocmé, N. (2004). Perceptions of child maltreatment by parents from the Indian Sub-Continent: Challenging myths about culturally based abusive parenting practices. *Child Maltreatment, 9*(3), 309-324
- Ministry of Advanced Education, Employment and Immigration, Immigration Services Division (2009). *Saskatchewan Immigration Statistical Report*. Retrieved from <http://www.economy.gov.sk.ca/immigration/sk-immigration-statistical-report-2009>.
- Nsonwu, M., Busch-Armendariz, N., Heffron, L. Mahapatra, N. & Fong, R. (2013). Marital and Familial Strengths and Needs: Refugees Speak Out. *Journal of Ethnic & Cultural Diversity in Social Work, 22*(2), 129-144.
- Okitikpi, T. & Aymer, C. (2003). Social work with African refugee children and their families. *Child and Family Social Work, 8*(3), 213-222.
- Puig, M. E. (2002). The adultification of refugee children: Implications for crosscultural social work practice. *Journal of Human Behavior in the Social Environment, 5*(3-4), 85–95.
- Russell, M., Harris, B., & Gockel, A. (2008). Parenting in poverty: Perspectives of high-risk parents. *Journal of Children and Poverty, 14*(1), 83-98.
- Ryan, A. (1997) Lessons Learned from Programs for Unaccompanied Refugee Minors, *Journal of Multicultural Social Work, 5*, 3-4.
- Satzewich, V. (1993). Migrant and Immigrant Families in Canada: State coercion and legal control in the formation of ethnic families, *Journal of Comparative Family Studies, 24*, 315-38.

- Swift, K. & Callahan, M. (2002). *Problems and potential of Canadian child welfare. Paper presented to the Positive Systems Conference. Retrieved from the Partnerships for Children and Families website, <http://www.wlu.ca/pcfproject/>*
- The Social Planning Council of Ottawa (2010). *Best Practices in Supporting the Integration of Immigrant Families Through Small Ethno-cultural Organizations*. Retrieved from: <http://www.spcottawa.on.ca/sites/all/files/pdf/2010/Publications/Best-Practices-Supporting-Immigran-Families-English.pdf>
- Thyer, B. (2001). What is the role of theory in research on social work practice? *Journal of Social Work Education*, 37(1): 9-25.

## **11. Course expectations**

The format of any written work for this course should include the following: double spacing; 1” margins; Times New Roman 12-point font size and, APA referencing style. Use of proper grammar, spelling, punctuation and organization of the content is expected for assignments.

There will be a penalty of 5% per day including, weekends for overdue assignment. Prior arrangements and approval will have to be sought from the course instructor for late assignment submissions.

All assignments are to be submitted online through the UR Course website.

It is expected that students will participate in the online course discussions. Students also should read material in preparation for class. It is expected that students will share their knowledge and ideas to contribute to the general learning environment.

## **12. Grading descriptions (Taken from the University of Regina Calendar)**

### **90-99 An outstanding performance with very strong evidence of:**

- an insightful and comprehensive grasp of the subject matter;
- a clear ability to make sound and original critical evaluation of the material given;
- outstanding capacity for original creative and/or logical thought;
- an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts both in speech and in writing.

### **80-89 Very good performance with strong evidence of:**

- a comprehensive grasp of the subject matter;
- an ability to make sound critical evaluation of the material given;
- a good capacity for original, creative, and/or logical thinking;
- a very good ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts both in speech and in writing.

### **70-79 Above average performance with evidence of:**

- a substantial knowledge of the subject matter;
- a good understanding of the relevant issues and a good familiarity with the relevant literature and techniques;
- some capacity for original, creative, and/or logical thinking;
- an above-average ability to organize, to analyze and to examine the subject material in a critical and constructive manner, and to express thoughts both in speech and in writing.

### **60-69 A generally satisfactory and intellectually adequate performance with evidence of:**

- an acceptable basic grasp of the subject material;
- a fair understanding of the relevant issues;
- a general familiarity with the relevant literature and techniques;
- an ability to develop solutions to moderately difficult problems related to the subject material;
- a moderate ability to examine the material in a critical and analytical manner, and to express thoughts in writing.

### **50-59 A barely acceptable performance with evidence of:**

- a familiarity with the subject material;
- some evidence that analytical skills have been developed;
- some understanding of relevant issues;
- some familiarity with the relevant literature and techniques;
- partially successful attempts to solve moderately difficult problems related to the subject material and to examine the material in a critical and analytical manner;
- basic competence in writing.

### **0-49 An unacceptable performance.**



### 13. Grading system for the BSW program

*The enclosed course outline follows the University of Manitoba course outline guidelines; however the academic policies and procedures of the University of Calgary will apply to University of Calgary students enrolled in this course.*

*In addition, the University of Calgary Undergraduate Grading System and the standard Faculty of Social Work percentage conversion table will be used.*

Grade	Grade Point	Description	Percentage Range
A+	4.0	Outstanding	95 - 100
A	4.0	Excellent – superior performance, showing comprehensive understanding of subject matter	95 – 100
A-	3.7		90 – 94
B+	3.3		85 – 89
B	3.0	Good – clearly above average performance with knowledge of subject matter generally complete	80 – 84
B-	2.7		75 – 79
C+	2.3		70 – 74
C	2.0	Satisfactory – basic understanding of subject matter	65 – 69
C-	1.7		60 – 64
D+	1.3		55 – 59
D	1.0	Minimal Pass – marginal performance	50 – 54
F	0.0	Fail – unsatisfactory performance or failure to meet course requirements	Below 50



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### 14. Grading system for the BSW program

The following descriptive labels for letter grades within the Faculty of Social Work for the BSW Program (on all campuses) are as follows:

A+ Exceptional  
A Excellent  
B+ Very Good  
B Good  
C+ Satisfactory  
C Adequate  
D Unacceptable  
F Failure

2. The common percentage equivalency scale for letter grades for the BSW Program (on all three campuses) is as follows:

<50 = F  
50 - 58 = D  
58 - 65 = C  
65 - 72 = C+  
72 - 79 = B  
79 - 86 = B+  
86 - 93 = A  
93 - 100 = A+



### **15. Using American Psychological Association (APA) format (updated to 6<sup>th</sup> edition)**

Social Work students are expected to utilize APA format when submitting papers for grading. To facilitate this, please do one or more of the following:

1. Go to: <http://www.uregina.ca/student/ssc/writing-support/referencing/APA.html>.
2. Purchase the most recent edition of the American Psychological Association (APA) Format manual from your favourite bookstore; Or,
3. Access the following web site: <http://apastyle.apa.org/>

### **16. Ethical use of social media policy**

Social Work students and professionals are increasingly using and relying upon social media, and therefore, guidelines are necessary in order to protect us, and those with whom we work from potentially harmful consequences. Please refer to our policy at

<http://www.uregina.ca/socialwork/programs/presw-bsw/Professional%20Ethics.html>

### **17. Plagiarism**

Plagiarism is a form of academic dishonesty in which one person submits or presents the work of another person as his or her own, whether from intent to deceive, lack of understanding, or carelessness. The Department of English Style Guide is available inexpensively from the University of Regina Bookstore. Students may also consult on-line resources such as the University of Toronto Writing Centre's "How Not to Plagiarize": <http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize>

Plagiarism includes the following practices:

- not acknowledging an author or other source for one or more phrases, sentences, thoughts, code, formulae, or arguments incorporated in written work, software, or other assignments (substantial plagiarism);
- presenting the whole or substantial portions of another person's paper, report, piece of software, etc. as an assignment for credit, even if that paper or other work is cited as a source in the accompanying bibliography or list of references (complete plagiarism). This includes essays found on the Internet.

Please see current U of R calendar, section 5.14.2.2., for more information. Students who are uncertain what plagiarism is should discuss their methodology with their instructors.

## **18. Students with special needs**

The University encourages all students, including students with disabilities, to investigate the possibility of a university education. The University aims to provide services that will enable students with disabilities to approach their studies with minimal difficulty. These services are facilitated by:

Centre for Student Accessibility  
Room 251, Dr. William Riddell Centre University of Regina  
Regina, SK S4S 0A2  
Tel (voice/TTY): 306-585-4631

All students including those from the University of Manitoba, University of Calgary and the First Nations University of Canada, who need assistance should discuss their needs with the instructor as early as possible: you will need to provide verification from your own Institution of your accessibility requirements. If you a student at the University of Regina students, please go to the Student Accessibility website for more information:

<http://www.uregina.ca/student/accessibility>

## **19. Unsatisfactory professional educational development policy**

When you become a social worker, you will be recognized as a member of a professional group, with high expectations placed upon you to maintain the standards of the profession. As such, your social work education is an apprenticeship in this community of practice. In all classroom and other endeavours in the program, use your best judgment in order to meet or exceed those expectations. Students may be required to discontinue from their program for reasons of unsatisfactory professional development as per the guidelines set out in the Faculty of Social Work's Unsatisfactory Professional Educational Development Policy. The policy is available at

<https://www.uregina.ca/socialwork/assets/docs/pdf/Student%20Responsibilities.pdf>

## **20. Academic advising**

Navigating university regulations and academic programs can be a challenge, but you are not alone on your journey. Whether your path is direct or winding, your Academic Advisor will walk with you, guiding you through the rocky patches, maneuvering you around obstacles, and helping you find the ideal road to your destination. The Faculty of Social Work encourages all students to seek academic advising at least once per year. To connect with your Academic Advisor in the Faculty of Social Work: Please visit the academic advising page for additional advising resources and information:

<http://www.uregina.ca/socialwork/programs/presw-bsw/advising.html>

## **21. Withdrawal dates for this course**

End of no-record drop period: **May 10<sup>th</sup>, 2018**

End of grade-of-W drop period: **June 13<sup>th</sup>, 2018**

# University of Regina Counselling Services



## Feeling Stressed? Always worried?

Some stress is normal when you're going to university but **1 in 5 students** will suffer from enough distress that they **would benefit from counselling**.

### What can I do?

The U of R offers several counselling services free of charge for students at the U of R. These sessions are confidential and easy to access for students – simply go to the second floor of Riddell, Room 251 to make an appointment.

### When should you go?

Knowing when to schedule an appointment can be tough. Some common issues you might need help with include test anxiety, if you've experienced a trauma like losing a family member or a close friend, or if you've recently ended a relationship.

If the feelings you're experiencing are more intense and severe counselling services can also provide urgent service within 3 days and referrals as needed.

### What options are available for me?

**Personal Counselling** – This is a great option if you'd like one on one attention for things like anxiety and panic, relationship conflict, depression, grief and loss, academic issues, body image and substance abuse. Up to 5 sessions are free per semester. Try it – talking about your problems can be more helpful than you might think!

**Group Counselling** – Simply put, you're not alone. Many students are experiencing the same things as you. The U of R offers a wide variety of group counselling opportunities that can help teach many skills for managing your mental health, including: Meditation and relaxation, Healthy relationships, Stress Management and Self-Care.

### But I can't afford counselling...

Seeking counselling doesn't have to be cost prohibitive. Many students can benefit from the 5 free sessions offered by the University as a benefit of being a student.

If you need more sessions make sure you contact URSU and visit [www.iHaveAPlan.ca](http://www.iHaveAPlan.ca). Many expenses that are related to mental health, including going to a psychologist, are partially covered by your Student Health and Dental Plan!

### What else can I do?

Self-care - taking better care of yourself, can help you out. Eating better, working out, smoking and drinking less and balancing school with fun can all help with mental health!

### Have a problem but don't know how to fix it?

#### URSU's Student Advocate can help you free of charge!

- Academic Appeals
- Disciplinary Appeals
- Student Loan Appeals
- E-mail [advocate@ursu.ca](mailto:advocate@ursu.ca) to schedule an appointment today!
- Emergency Bursaries
- Notary Public
- Rentalsman Appeals



## **22. Violence and Harassment**

The U of R will not tolerate any form of discrimination, harassment, or violence and will take appropriate action in response to reported incidents.

There is a wide range of alternate resolution options for addressing unacceptable behaviour and resolving conflict, in addition to a formal complaint investigation process. Please contact the **Respectful Workplace Consultant** at **306-585-5400** for assistance in resolving discrimination, harassment, or related conflict.

All acts of violence should be reported to **Campus Security 306-585-4999**.